Title I School Support Application Process

2016-17 School Year

Distributed by:
Montana
Office of Public Instruction
Denise Juneau, State Superintendent

opi.mt.gov

Goals for the Webinar

- Understand who gets to apply for the 2016-17 School Support Grant
- Understand why we are doing a grant process
- Understand the elements of the application
- Understand the timeline of the application requirements
- Understand where to find the documents

The Big Picture

High School, Anaconda, Mont.

Submitted by Lorene Frigaard

5/18/2016

Montana Literacy and Math Plans

- To support the implementation of comprehensive literacy and mathematics plans for the state
  - Montana Literacy Plan (MLP)
  - Montana Mathematics Plan (MMP)

to address the needs of students from birth through grade 12.

http://opi.mt.gov/Programs/TitlePrgms/SSoS.html

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Based on the 7 Continuous Improvement Components

- Instructional Leadership
- Standards
- Instruction and Intervention
- Assessment and Data-based Decision Making
- Professional Development
- System-wide Commitment
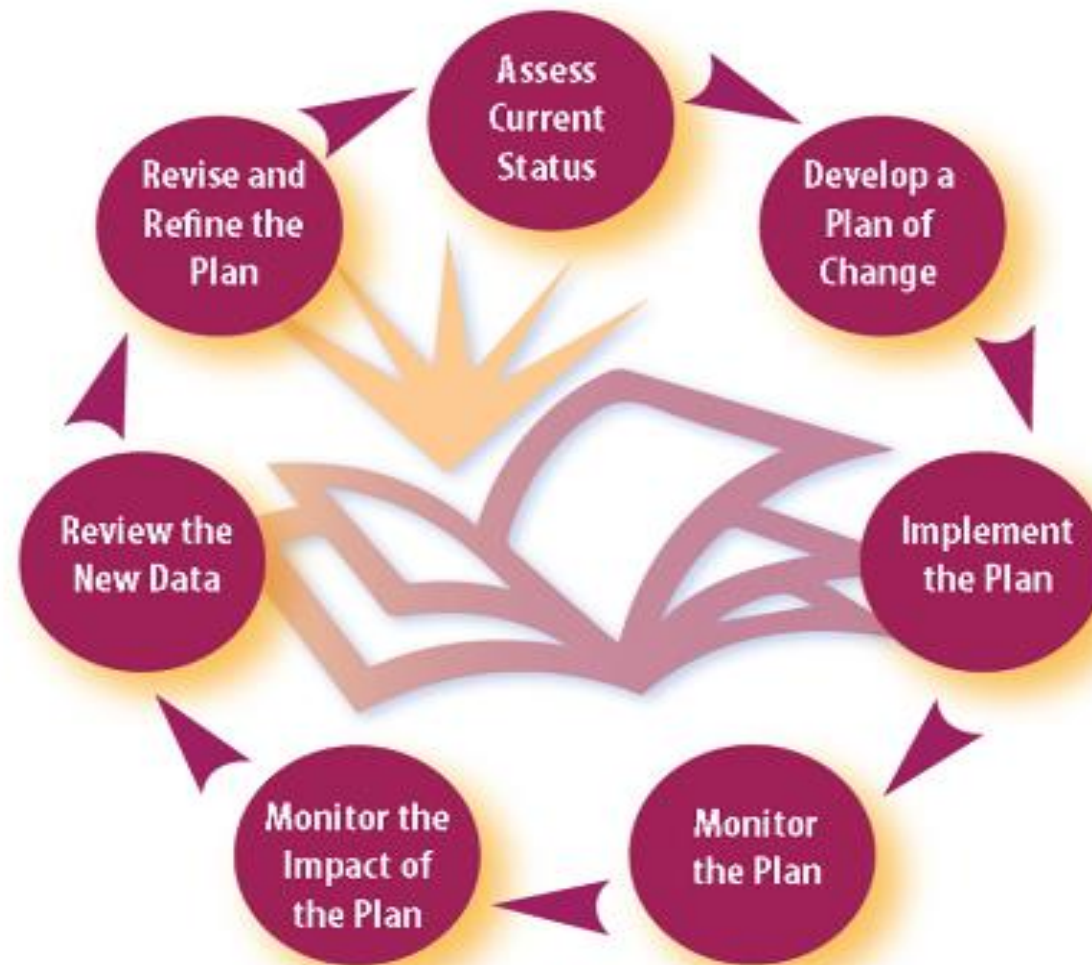- Community and Family Involvement/Partnership

School Leadership Team

- Elementary SLT
  - Principal
  - Instructional Coach (if applicable)
  - Primary grades teacher
  - Intermediate grades teacher
  - Title I teacher
  - Special Education teacher
  - "Specials" teacher
  - Support Staff

- Middle School SLT
  - Principal
  - Instructional Coach (if applicable)
  - Teacher from each content area
  - Title I teacher
  - Special Education teacher
  - Electives/Exploratory teacher
  - Support Staff

- High School SLT
  - Principal
  - Instructional Coach (if applicable)
  - Teacher from each content area
  - Title I teacher
  - Special Education teacher
  - Electives teacher
  - Support Staff

Contributing Processes to School Improvement

- Electronic Self-Assessment for literacy or mathematics
- Determining phase of implementation for each CIC component
  - Exploring
  - Beginning to implement
  - Implementing
  - Beginning to sustain
  - Sustaining
- Creating an Action Plan
- Determining next steps or missing steps in School-wide and Student Cycles

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Continuous Improvement Cycle

Assess Current Status

Develop a Plan of Change

Implement the Plan

Monitor the Plan

Monitor the Impact of the Plan

Review the New Data

Revise and Refine the Plan

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Phases of Implementation

Exploring
- Subcomponent introduced
- Still planning for implementation
- Determining personnel
- Determining beginning steps

Beginning to Implement
- Early stages of implementation
- Trouble shooting
- Assigning roles
- Smoothing out responsibilities

Implementing
- Subcomponent utilized by some staff but not all
- Further action is needed

Beginning to Sustain
- Subcomponent utilized by most staff
- Becoming a part of the culture for most staff
- Some action still needed

Sustaining
- Subcomponent utilized by all staff
- Subcomponent an established part of the culture
- Implementation is consistent

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Who?

- Those schools who have been in...
  - Restructuring for 1-12 years
  - Holding at Restructuring for 1-11 years
  - Have not received School Improvement Grants (SIG) under Sec. 1003 (g) of Title I

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What?

Technical assistance provided by...

- An application process
- $50,000-75,000 for approved processes
- Equal distribution of funds between elementary, middle school and high schools
- Selection of literacy or mathematics based on school need

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Why?

Transition year to Every Student Succeeds Act (ESSA)

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The Timeline

Application Process for Schools

5/25/2016
Webinar available

6/01-03/2016
SLTs take the ESA or ESA-M

6/06/2016
Letter of Intent due

6/07/2016
ESA/ESA-M report sent to schools

6/24/2016
Grant Applications Due

OPI Processes

06/28/2016
Reviewers receive Applications

06/28-7/10/2016
Applications Scored

7/11/2016
Scores due to OPI

7/20/2016
Reviewers Meeting

8/08/2016
Schools Notified

10/10-11/2016 and 2/6-7/2017 - School Leadership Team Training for funded schools in Helena

5/18/2016

The Process

Overview and Step 1

Math Plan cover coming soon!

- Pages 2-3 are an overview that you may want to take the time to read through.

- Step 1: The SLT members read either the MLP or the MMP for a clear understanding of the CICs as the school's focus for the school year in mathematics or literacy. They are available on the following webpage: http://opi.mt.gov/Programs/TitlePrgms/SSoS.html
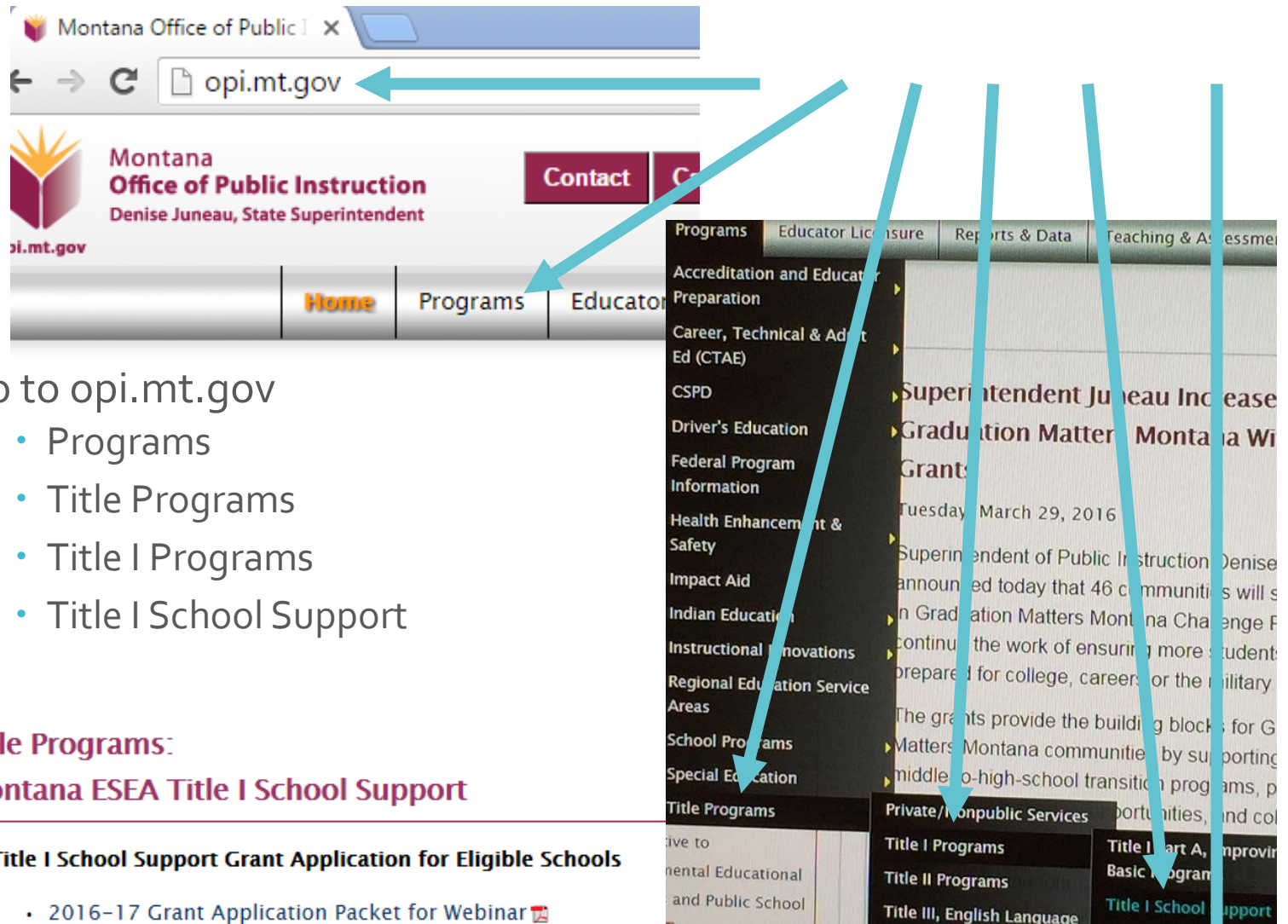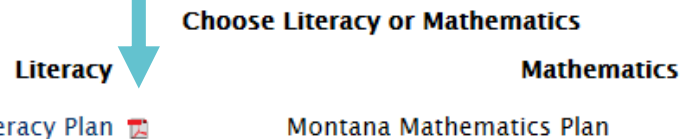
Accessing the MLP

- Go to opi.mt.gov
  - Programs
  - Title Programs
  - Title I Programs
  - Title I School Support

http://opi.mt.gov/Programs/TitlePrgms/SSoS.html

Accessing the MMP

- Go to opi.mt.gov
  - Programs
  - Title Programs
  - Title I Programs
  - Title I School Support

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Contact

Home   Programs   Educator

Programs   Educator Licensure   Reports & Data   Teaching & Assessment

Accreditation and Educator Preparation

Career, Technical & Adult Ed (CTAE)

CSPD

Driver's Education

Federal Program Information

Health Enhancement & Safety

Impact Aid

Indian Education

Instructional Innovations

Regional Education Service Areas

School Programs

Special Education

Title Programs

Superintendent Juneau Increases Graduation Matters Montana With Grants

Tuesday, March 29, 2016

Superintendent of Public Instruction Denise announced today that 46 communities will s in Graduation Matters Montana Challenge F continue the work of ensuring more students prepared for college, careers or the military

The grants provide the building blocks for G Matters Montana communities by supporting middle-to-high-school transition programs, portunities, and col

Private/Nonpublic Services

Title I Programs

Title II Programs

Title III, English Language

Title I Part A, Improving Basic Program

Title I School Support

Title Programs:
Montana ESEA Title I School Support

Title I School Support Grant Application for Eligible Schools

- 2016–17 Grant Application Packet for Webinar
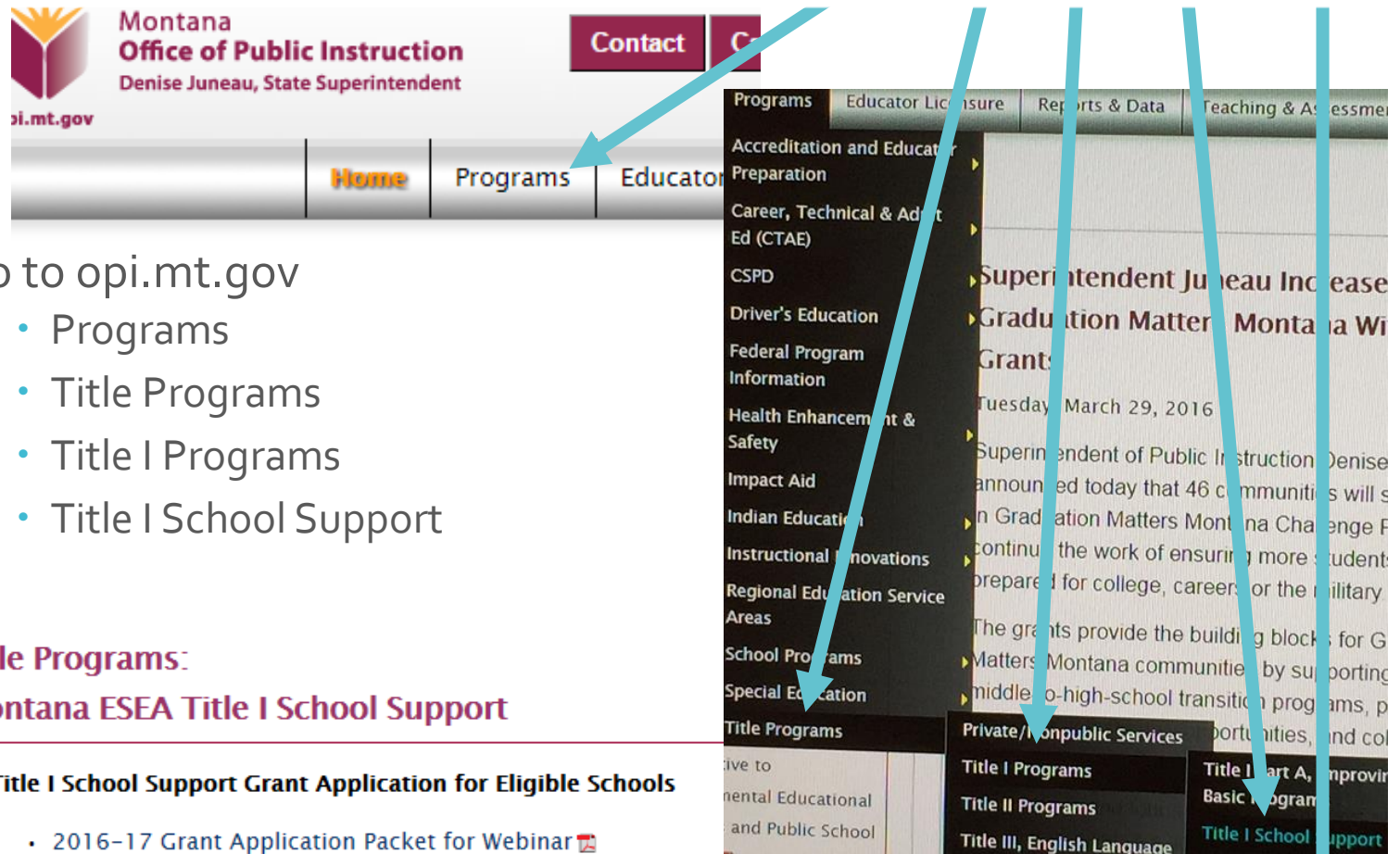- Webinar PowerPoint
- Link to Application Webinar
- Letter of Intent

Choose Literacy or Mathematics

Literacy	Mathematics
Montana Literacy Plan	Montana Mathematics Plan

5/18/2016

Steps 2 and 3

- Step 2: The SLT will participate in the Title I School Support Grant webinar to learn about the requirement of the grant application the week of May 25, 2016. The webinar will be made available on the following webpage http://opi.mt.gov/Programs/TitlePrgms/SSoS.html

- Step 3: The SLT takes the ESA for Literacy or ESA-M June 1-3, 2016, based on the area of focus for support.

Accessing the ESA

Title Programs:

Montana ESEA Title I School Support

Title I School Support Grant Application for Eligible Schools

- 2016-17 Grant Application Packet for Webinar
- Webinar PowerPoint
- Link to Application Webinar
- Letter of Intent

Choose Literacy or Mathematics

Literacy	Mathematics
Montana Literacy Plan	Montana Mathematics Plan
Electronic Self-Assessment	Electronic Self-Assessment

Select your county, district and school.

County	Please select one ... ▼
District Name	Please select one ... ▼
School Name, City	Please select one ... ▼

Instructional Leadership

	1 - Exploring	2 - Beginning to be Implemented	3 - Implementing	4 - Beginning to be Sustained	5 - Sustaining
Instructional leaders support and monitor all instruction and intervention expectations.	○	○	○	○	○
Instructional leaders have established measurable goals for academic improvement that explicitly align to the Montana Common Core Standards (MCCS) and monitor progress toward these goals.	○	○	○	○	○
Instructional leaders meet regularly to analyze school and student data to inform and convey decisions about professional development, instruction, and intervention	○	○	○	○	○

Taking the ESA

- The SLT or the staff
- Click the link
- Select the County, District Name, School and City
- For each subcomponent under each of the 7 Components choose what phase you believe your school is in
  - Exploring
  - Beginning to be Implemented
  - Implementing
  - Beginning to be Sustained
  - Sustaining

June 1-3

Steps 4, 5, and 6

- Step 4: The SLT will submit the Letter of Intent to Lisa Griffin at lgriffin3@mt.gov by June 6, 2016, including signatures from superintendent, principal, and SLT members.

- Step 5: The ESA or ESA-M report will be emailed to the principal of the school by June 7, 2016.

- Step 6: The SLT will complete the application based on the report from the ESA that was sent to the principal. Parallel language in the application provides evidence that the MLP or MMP has been read.

Letter of Intent

June 6

Title Programs:
Montana ESEA Title I School

Title I School Support Grant Appli

- 2016–17 Grant Application P
- Webinar PowerPoint
- Link to Application Webinar
- Letter of Intent

Letter of Intent

Due June 6, 2016, to lgriffin3@mt.gov

TO: Title I Schools in School Support
FROM: Montana Office of Public Instruction Title I
SUBJECT: Letter of Intent to Submit a Title I School Support Grant

Please be advised that _District 123_ (District Name) intends to submit an application on behalf of _ABC Middle School_ (School Name) for the 2016-17 school year. By signing this application, you are entering into a collaborative process of Title I School Support for the benefit of your school staff and students. With your signature, you are also agreeing that the OPI may use more than 5percent of the Title I state-level set-aside funds for Title I School Support in the provision of direct services through the Statewide System of Support.

Kelly Jones	Kelly Jones
Principal's Printed Name	Principal's Signature

Contact Person for the application who can respond through the email address below in July and August:

Name: __Mary Smith__   Telephone: 406-123-4567

Fax: 406-890-1234 Email: msmith@abc.net

Joe Anderson	Joe Anderson
Superintendent's Printed Name	Superintendent's Signature

School Leadership Team

Printed name	Signature
Kelly Jones	Kelly Jones
Tom Murrey	Tom Murrey
Kate Peterson	Kate Peterson
Sara Thomas	Sara Thomas
Printed name	Signature
Printed name	Signature
Printed name	Signature

☑ Check this box to indicate the SLT has taken the ESA for Literacy   **OR**
☐ Check this box to indicate the SLT has taken the ESA for Mathematics

Principal's email address to send the ESA or ESA-M report to: kjones@abc.net

ESA Report

June 7

ABC Middle School

Electronic Self-Assessment Results

Title I School Support Grant Application

SCORES:

Exploring -> Beginning to Implement -> Implementing -> Beginning to Sustain -> Sustaining

		Evidence Required	Plan Required
Instructional Leadership	##/##	✓	
Standards	##/##		✓
Instruction and Intervention	##/##	✓	
Assessment and Data-Based Decision Making	##/##		✓
Professional Development	##/##	✓	
System-wide Commitment	##/##		✓
Community and Family Involvement	##/##	✓	

Please use this as a guide in completing the Title I School Support Grant Application

Examples

Continuous Improvement Component 1: Instructional Leadership

Administration communicates a shared responsibility for student literacy outco
Administration engages leaders across the school community in continuous lit planning.
Adequate fiscal resources are provided to support literacy improvement efforts.
Instructional leaders have established, support, and lead a literacy leadership team.
Instructional leaders support and monitor all instruction and intervention expectations.
Instructional leaders set measurable goals for academic improvement and monitor progress toward these goals.
Instructional leaders meet regularly to analyze school and student data to inform decisions about professional development, instruction, and intervention.
Instructional leaders facilitate collaboration among staff with a focus on literacy achievement and effective literacy instruction.

Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	

Evidence or Plan:

We will form an SLT that meets twice a month. The principal will lead it. We will develop an action plan that lists our goals and identifies action steps in between each SLT meeting.
We will begin monthly data meetings to review student data and meet with students quarterly to set goals.

plan

Continuous Improvement Component 2: Standards

Stage 1: The Montana Common Core Standards (MCCS) for each grade a̶_____ ͢n been thoroughly studied and are understood.

Stage 2: Curriculum has been aligned with the MCCS.

Stage 2: Instructional materials are aligned with the MCCS.

Stage 3: Assessments are aligned with curriculum and the MCCS.

Stage 4: Educators design, adapt, and use evidence-based best practices to support effective delivery of the curriculum and assessments.

Stage 4: A comprehensive scope and sequence is communicated and aligned to the MCCS.

Stage 4: A pacing guide outlines a consistent instructional timeline and is adhered to by all staff.

Stage 5: Educators engage in horizontal (e.g., grade level) and vertical (e.g., cross-grade level) alignment of curriculum and assessments.

plan

Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	

Evidence or Plan:

Teachers will receive training on the Common Core Standards and will meet four times for an hour to review units and align to the standards.

Teachers will meet monthly to develop pacing guides for reading and writing (or mathematics) programs that will align to the standards.

Continuous Improvement Component 3: <u>Instruction and Intervention</u>

plan

Instructional materials and content are aligned to the MCCS.
Instructional materials and content include explicit and systematic instruction in listening, and speaking in all content areas.
Instructional leaders ensure time for literacy instruction during the school day is a priority (e.g., minimum recommended 90 minutes of Tier I literacy instruction in primary grades, use of literacy strategies across subject areas, and additional time for interventions).
Tiered instruction is clearly defined and implemented with fidelity.
Additional support is provided for learners with Tier II and Tier III needs through intensified interventions (e.g., smaller group sizes, increased time, or varied instructional materials).
Instructional leaders ensure that instructional materials are readily available for all instruction and intervention settings.
Additional support is provided for learners with Tier II and Tier III needs through intensified interventions (e.g., smaller group sizes, increased time, or varied instructional materials).
Technology is utilized to support student learning (e.g., software or digital devices which students use to learn, access, organize, and communicate information).

Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	

We will develop a clear plan for tiered instruction that includes universal, strategic, and intensive support for all students. Example below:

Core is 90 minutes of instruction daily with XXX (or _xxx_ Mathematics).

Strategic Support is 30 minutes daily of pre-teaching of vocabulary and difficult concepts.

Intensive Support is 30 minutes daily with the intervention _xxx_.

Continuous Improvement Component 4: Assessment and Data-Based Decision Making

Assessment tools and procedures align to the MCCS.
Comprehensive assessment system includes both formative and summative assessm
Collaborative teams use a specific protocol for examining student data and making i... intervention decisions (e.g., universal screening, progress monitoring, diagnostic, and outcome measures are defined by when, who, and where).
Data is disaggregated by subgroups and provided to educators for instructional decision making in a timely and efficient manner.
A comprehensive plan assesses the effectiveness of the instructional program and guides adjustments for improvement.
Regularly scheduled data analysis discussions occur to assess and adjust ongoing learning (e.g., bi-weekly grade level meetings or data meetings).
A data collection system is in place and technology support is available for continuous access of the data system.
Assessors receive professional development on valid and reliable assessment administration and fidelity of assessment administration is verified (e.g., checklists, observations).

Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	

plan

We will create a comprehensive assessment plan that includes screening, progress monitoring, diagnostic, and outcome assessments.
We will create an assessment calendar that identifies when, who, and how each assessment will be administered.
We will begin monthly data meetings where we pull reports and look at progress toward or to set new school level goals, grade level goals, and individual student goals.

Continuous Improvement Component 5: <u>Professional Development</u>

Professional development is aligned to the MCCS and is provided for staff ac explicit and systematic instruction in reading, writing, listening, and speaking.

Ongoing, job-embedded professional learning is provided in many ways to meet varying staff needs (e.g., coaching, professional learning communities, and peer mentoring, Web-based).

Instructional leaders use multiple sources of student and school data when planning and implementing professional development.

Individual, targeted professional growth plan structures are in place for staff based on observation data and staff needs.

Structures are in place for providing professional development for new staff members.

Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	

Evidence <u>or</u> Plan:

We will develop a professional development plan that is aligned to our school improvement goals (list goals) and will support what we want to accomplish with this grant.

Continuous Improvement Component 6: <u>System-Wide Commitment</u>

Instructional leaders set measurable goals for systemic academic improvemen[t] ~~~ess toward these goals annually.
Community-based, collaborative partnerships coordinate services from Early Childhoo[d] Education to support literacy development of students (e.g., participate on literacy leadership tea[m], plan shared professional development, and jointly participate in state-provided professional development).
Common learning opportunities are provided for all literacy stakeholders to ensure smooth transitions as students move from one literacy setting to the next.
Collaboration with all literacy stakeholders includes sharing of individual assessment results as students transition from one literacy setting to the next.
Collaboration with all literacy stakeholders includes communication about children who are likely to need intervention services when they transition from one literacy setting to the next.

Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	

Evidence <u>or</u> Plan:

    Our SLT will set instructional goals based on what we want to accomplish from this grant and create an action plan that is measurable, on a timeframe, and supported by our consultant.

Continuous Improvement Component 7: Community and Family Partnership

Instructional leaders communicate mathematics vision, goals, and expectations to stakeh collaborate to meet desired outcomes (e.g., stakeholders may include educators, familie organizations, businesses, early childhood, local education agencies, higher education, a...
Community-based, collaborative partnerships ensure supportive transitions from one mathematics setting to the next.
Parents and families are engaged as partners in ways that are culturally and linguistically sensitive.
Parents and families are informed of mathematics vision, goals, and expectations outlined in the MCCS and are updated on individual student progress toward meeting those expectations a minimum of three times per year.
Parents and families with students receiving Tier II and III interventions are updated on individual student progress toward meeting expectations outlined in the MCCS a minimum of six times per year.
A coordinated system of support links families with local community resources to provide greater support for students in achieving mathematics skills for career and college readiness.
Families and community members are welcomed as volunteers to maximize student mathematics learning.
Local resources that support mathematics activities are recognized and encouraged by staff and instructional leaders.

Exploring	Beginning to Implement	Implementing	Beginning to Sustain	Sustaining
Show school's plan			Show school's evidence	

Evidence or Plan:

- Administration plans to form a Student Concern Team to address attendance, behavior and performance indicators that are increasing students' likelihood of dropping out of school.

plan

Time to Choose

- Instruction and Intervention – non-negotiable

choice

✓ 2 more ✓

Narrative

Evidence Checklist for School Leadership Teams

Assess Current Status

Data
- o Fall Report summarizing the benchmark data.
- o Goal setting data form for schoolwide and grade level goals.

SLT
- o Assessment Calendar with benchmark and progress monitoring schedule.
- o SLT membership and schedule of meeting dates.
- o Teacher teams' membership and scheduled meeting dates and times.
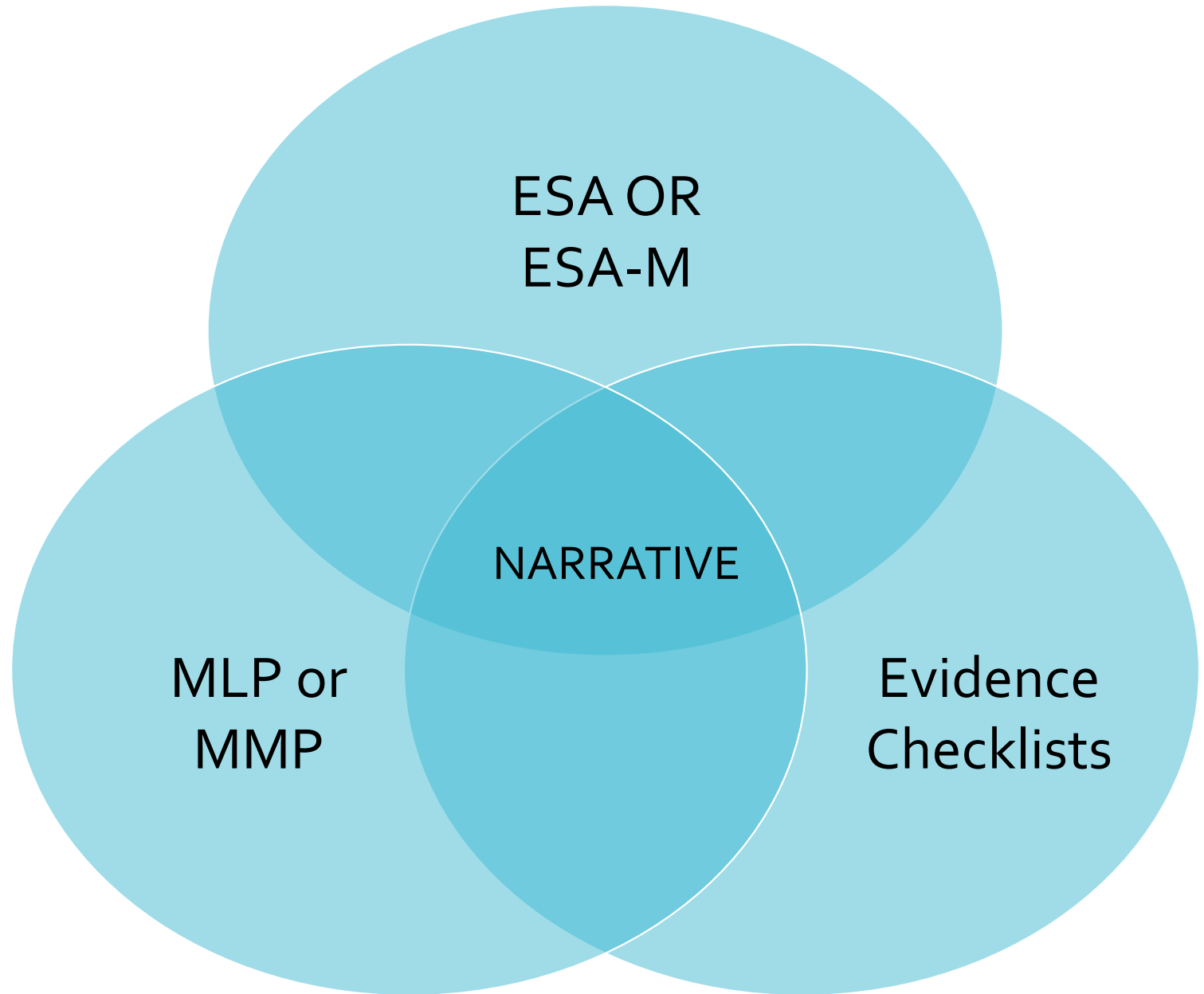- o Developed walkthrough form

Narrative: (Maximum of 500 words)

There are Evidence Checklists for *Schoolwide Improvement Cycle* and *Student Improvement Cycle* provided within this application to support you in writing the narrative. Referring to these Evidence Checklists will help you explain specific activities that would be appropriate next steps for your school and students to ensure the achievement of the goals in Year 1 and a vision for Years 2 and 3, if additional funding becomes available. Funds will be distributed in Year 1 and it is the district's responsibility to budget a gradual release of funding for Years 2 and 3 so that the district can develop its own sustainable funding source.

Narrative

ESA OR ESA-M

MLP or MMP

Evidence Checklists

NARRATIVE

	Year 1	Year 2	Year 3
Instruction & Intervention	List your plan or evidence here with next steps to create a new plan, or intensify and expand what is already being done.	Explain how it will be intensified in year 2 and how funding necessities linked to the activities will be released gradually to the district for sustainability	Explain how it will be intensified in year 3 and how funding necessities linked to the activities will be released gradually to the district for sustainability
Choice 2	List your plan or evidence here with next steps to create a new plan, or intensify and expand what is already being done.	Explain how it will be intensified in year 2 and how funding necessities linked to the activities will be released gradually to the district for sustainability	Explain how it will be intensified in year 3 and how funding necessities linked to the activities will be released gradually to the district for sustainability
Choice 3	List your plan or evidence here with next steps to create a new plan, or intensify and expand what is already being done.	Explain how it will be intensified in year 2 and how funding necessities linked to the activities will be released gradually to the district for sustainability	Explain how it will be intensified in year 3 and how funding necessities linked to the activities will be released gradually to the district for sustainability

	Year 1	Year 2	Year 3
Instruction & Intervention	Develop a tiered instruction that includes core or universal, strategic, and intensive support for all students. Create a schedule for students to get a minimum of 60 minutes of daily instruction using XXX. Add a strategic and intervention instructional time for vocabulary and comprehension skill development. Grant funding will assist in the purchase of the vocabulary and comprehension program, XXX.	Continue the tiered instruction that includes core or universal, strategic, and intensive support for all students. Create a schedule for students to get a minimum of 60 minutes of daily instruction using XXX. Continue a strategic and intervention instructional time for vocabulary and comprehension skill development. Add an extension class to the schedule for students in the 90th percentile on XXX. No additional funding required.	Continue the tiered instruction that includes core or universal, strategic, and intensive support for all students. Create a schedule for students to get a minimum of 60 minutes of daily instruction using XXX. Continue a strategic and intervention instructional time for vocabulary and comprehension skill development. Continue an extension class to the schedule for students in the 90th percentile on XXX. No additional funding required.

Year 1	Year 2	Year 3
Form an SLT the meets the 1st and 3rd Monday after school for 1 ½ hours led by Principal Anderson. The SLT will use the results from the ESA to create an action plan using the 7 components and create 3-5 goals with achievable action steps between meetings. The grant budget will support a $25/hour stipend for the SLT members for the meeting outside the regular school day.	The SLT will continue to meet the 1st and 3rd Monday after school for 1 ½ hours led by Principal Anderson. The SLT will use the results from the newly taken ESA-M to create an action plan using the 7 components and create 3-5 goals with achievable action steps between meetings. The grant budget will support a ½ of the stipend for the SLT members for the meeting outside the regular school day.	The SLT will continue to meet the 1st and 3rd Monday after school for 1 ½ hours led by Principal Anderson. The SLT will use the results from the newly taken ESA-M to create an action plan using the 7 components and create 3-5 goals with achievable action steps between meetings. The school's Title I budget will support the stipend for the SLT members for the meeting outside the regular school day.

Instructional Leadership

Year 1	Year 2	Year 3
Professional Development Develop a professional development plan that is aligned to our school improvement goals of: - Increase student engagement through active participation in their learning. This will be measured through data collection during walkthroughs conducted by Principal Anderson weekly. The data will be collected using XXX and shared at the monthly staff meetings - Increase vocabulary scores by 20% using XXX program based on the XXX assessment. The plan will include the monthly professional development for 45 minutes during early outs with implementation support by the Instructional Coach and Principal Anderson. Areas of focus: • January – XXX • February – XXX • Etc… Grant funds will pay for Consultant XXX to visit twice this year for trainings and implementation.	Reexamine the professional development plan that is aligned to our school improvement goals of reflected on the ESA report: - New goal - New goal The plan will include the monthly professional development for 45 minutes during early outs with implementation support by the Instructional Coach and Principal Anderson. • January – XXX • February – XXX • Etc… Grant funds will pay for Consultant XXX to visit once and the school funds will pay for the second training and implementation for this year.	Reexamine the professional development plan that is aligned to our school improvement goals of reflected on the ESA report: - New goal - New goal The plan will include the monthly professional development for 45 minutes during early outs with implementation support by the Instructional Coach and Principal Anderson. • January – XXX • February – XXX • Etc… District funds will pay for Consultant XXX to visit twice this year for trainings and implementation.

Steps 7, 8, 9, and 10

- Step 7: The SLT will submit the application for review to Lisa Griffin at lgriffin3@mt.gov by **June 24, 2016**.

- * * * * * **NO LATE applications will be accepted** * * * * *

- Step 8: The applications will be reviewed by approved reviewers the week of **June 28-July 11, 2016**.

- Step 9: Districts will be notified of funding the week of **August 8, 2016**.

- Step 10: Implementation will begin **September 2016**.

5/18/2016

Questions?

- If you have questions, please email:
- Kathi Tiefenthaler at ktiefenthaler@mt.gov
- Debbie Hunsaker at dhunsaker@mt.gov

Thank You!